DOCUMENT RESUME

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ABSTRACT

Developed to assist teachers in Ottawa County, Ohio schools in monitoring students' pupil performance objectives in grades 4-12, this writing evaluation form is the primary record keeping tool in the Competency Based Education Program. The form consists of: (1) the evaluation checklist; (2) the intervention code; and (3) record keeping instructions. Guidelines for using the evaluation checklist are provided. (MM)

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ED299584

English Composition
CBE Program
Ottawa County Schools

Teacher: _____
School: _____
Class: _____
School Year: _____

PPO MANAGEMENT SYSTEM

Grades 4-12

Introduction. This form will be used as the primary record keeping tool in our English Composition Competency Based Education Program. The main components of the form are: (1) Evaluation Checklist, (2) the Intervention Code, and (3) the Record Keeping Instructions. The purpose of this form is to assist teachers in monitoring the progress of each student's performance on each pupil performance objective (PPO).

Directions. Enter student names in the left column of the checklist(s). Use the checklist to identify strengths and weaknesses in the student's writing. Record the level of writing under the column marked "Level."

To simplify record keeping, place a mark in the intervention column only when a student has not met the objective. The mark should be accompanied by a letter which indicates the intervention approach or strategy to be provided. Follow the intervention code and record keeping instructions.

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CS211553

Teacher _____
Grade/Class _____
PPO # ____
Date Assessed _____

OTTAWA COUNTY
EVALUATION CHECKLIST FOR STUDENT WRITING IN GRADES 4-12*
Locating the Critical Trait for Teaching
Grades 4-12

PPO # ____
Date Assessed _____

Student's Name	READABILITY 1	COMPLETE SENTENCES (FRAGMENTS, RUN-ONS) 2	GRAMMAR AND USAGE* 3	MECHANICS: SPELLING* 3	MECHANICS: PUNCTUATION* 3	MECHANICS: CAPITALIZATION* 3	COMPETENT IN ALL BASIC SKILLS AND ORGANIZATION 4	IDEAS 5	VOCABULARY 5	SENTENCE MATURITY 5	HIGH ABILITY AND/OR CREATIVITY 6	STYLE/FLAIR 7	LEVEL	INTERVENTION CODE	READABILITY 1	COMPLETE SENTENCES (FRAGMENTS, RUN-ONS) 2	GRAMMAR AND USAGE* 3	MECHANICS: SPELLING* 3	MECHANICS: PUNCTUATION* 3	MECHANICS: CAPITALIZATION* 3	COMPETENT IN ALL BASIC SKILLS AND ORGANIZATION 4	IDEAS 5	VOCABULARY 5	SENTENCE MATURITY 5	HIGH ABILITY AND/OR CREATIVITY 6	STYLE/FLAIR 7	LEVEL	INTERVENTION CODE
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INTERVENTION CODE

A - RE-TEACHING LESSON
B - INDIVIDUAL ASSISTANCE
C - PEER TUTOR
D - ADULT TEACHER AIDE
E - HOMOGENEOUS GROUPING
F - COMPUTER ASSISTED INSTRUCTION
G - SMALL GROUP INSTRUCTION
H - ROVING TUTOR
I - INTERVENTION ROOM
J - AFTER SCHOOL STUDY HALL
K - HOMEWORK/HOME STUDY AID
L - SELF INSTRUCTION PACKET
M - ADULT VOLUNTEER
N - LETTER TO PARENTS
O - REWRITE

RECORD KEEPING INSTRUCTIONS

RECORD DATA AS FOLLOWS:

- PPO MET
- PPO NOT MET
- B — INTERVENTION PROVIDED
- B+ — INTERVENTION PROVIDED AND PPO MET
- B- — INTERVENTION PROVIDED AND PPO NOT MET
- B-/D+ — PPO NOT MET AFTER INTERVENTION "B"; WAS MET AFTER INTERVENTION "D"
- AB — ABSENT

KEY: + = The ability has been attained judged by appropriate standards.

- = Not yet attained, based upon evidence available in the writing sample evaluated.

* Based upon McCaig Model
Grosse Pointe Public Schools
Grosse Pointe, Michigan 48230

*ORGANIZATION

"-" = Lack of awareness of principles or organization (e.g. introductory sentence, supporting details, concluding sentence and/or paragraphs if appropriate)

"+" = Some awareness of principles of organization

* Errors not to exceed 5% of total words

Number of Words	Number of Acceptable Errors	Number of Words	Number of Acceptable Errors
0-29	1	90-109	5
30-49	2	110-129	6
50-69	3	130-149	7
70-89	4	An additional error is allowed for each additional 19 words	

GUIDELINES FOR USING THE

OTTAWA COUNTY CHECKLIST FOR STUDENT WRITING GRADES 4-12

Your job is to do a diagnostic evaluation for the writing ability of each student. You have to indicate which abilities each student has already developed and which abilities need to be learned. The only evidence you have is a sample of each student's writing.

1. When you read the student's work at first glance, is it readable?

   If YES, place a "+" in the box, the student is at least a Level 1 or above. Go on to question #2.

   If NO, place a "-" in the box, student is at Level 1.

2. When you read the student's work, does it contain complete sentences and is it relatively free from excessive fragments and/or run-ons?

   If YES, place a "+" in the box, the student is at least a Level 2 or above. Go on to question #3.

   If NO, place a "-" in the box, student is at Level 1.

3. Is the student's work free of errors (not to exceed 5% of the total words) in each of the following areas: grammar and usage, spelling, punctuation, and capitalization? NOTE: Contraction errors should be counted as a part of spelling. Possessive errors with apostrophes should be counted as a part of punctuation.

   If YES, to any of these four areas place a "+" in the appropriate boxes. NOTE: The student is at a Level 3 with "+"'s in any three of the four areas. If the student has four (4) "+"'s go on to question #4.

   If NO, to any of these four areas place a "-" in the appropriate boxes. NOTE: The student is at a Level 2 with two (2) or more "-"'s in any of the four areas.

   Example 1 - *Grammar and Usage* "+"
   Spelling "+"
   Punctuation "-"
   Capitalization "+"

   This student would be at a Level 3 because of the one deficiency in punctuation.

   Example 2 - *Grammar and Usage* "-"
   Spelling "+"
   Punctuation "-"
   Capitalization "+"
   Awareness of Organization "+"

   This student would be Level 2 because of the two deficiencies.

4. When you evaluate the student's work, is he/she competent in all basic skills (complete sentences, grammar and usage spelling, punctuation, capitalization) and organization?

   If YES, place a "+" in the box, the student's work is at least a Level 4 or above. Go on to question #5.

   If NO, place a "-" in the box, the student's work is a Level 3.

5. Does the student's work contain: good ideas, good vocabulary, and good sentence maturity/structure?

   If YES, to any of these three areas place a "+" in the appropriate boxes. NOTE: The student is at a Level 5 with "+"'s in any two of the three areas. If the student has three (3) "+"'s go on to question #6.

   If NO, to any of these three areas place a "-" in the appropriate boxes. NOTE: The student is at a Level 4 with two or more "-"'s in any of the three areas.

   Example 1 - *Ideas* "+"
   Vocabulary "-"
   Sentence Maturity/Structure "+"

   This student would be at a Level 5 because of the one deficiency in vocabulary.

   Example 2 - *Ideas* "+"
   Vocabulary "-"
   Sentence Maturity "-"

   This student would be at a Level 4 because of the two deficiencies.

6. Does the student's writing contain passages which indicate high ability and/or creativity?

   If YES, place a "+" in the box, the student is at least a Level 6 or above. Go on to question #7.

   If NO, place a "-" in the box, the student is at Level 5.

7. Has the student developed style?

   If YES, place a "+" in the box, the student is at Level 7.

   If NO, place a "-" in the box, the student is at Level 6.